



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

3701 E Broadway, Apache Junction, AZ 85219

Apache Junction Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Performing
2002-03 Performing
2001-02 Improving

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. James Joseph Lovett
Schedule : 7:30 AM to 4:30 PM
Grades : K-5
2004 Enrollment : 684
Web Address : www.dves.ajusd.org
Phone Number : (480) 982-1110
Fax Number : (480) 288-0532
E-mail : jlovett@dves.ajusd.org

Mission

Our school's philosophy is to motivate all students to discover their unique abilities by becoming self-directed, responsible and contributing citizens. We believe in establishing a school climate which affirms the worth and diversity of all students. We have high expectations for all our students, and provide multiple opportunities for success. Our students are encouraged to be respectful, and challenged to do their best. We provide music and physical education to help teach the whole child.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Improve skills in mathematics including number sense and operations, data analysis and probability, patterns, Algebra, and functions.
- ü Improve skills in mathematics including Geometry, measurement, structure and logic.
- ü Improve skills in reading including the reading process, comprehending literary text, and comprehending informational text.
- ü Improve skills in the Six Traits Writing Process.

Enrollment

October 1, 2003 School Year Student Enrollment : 730
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 140

Instructional Programs

- ü Gifted Program
- ü ELL
- ü Technology-Based Learning
- ü Integrated Curriculum Instruction
- ü Speech and Language Services

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/11/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

Desert Vista Elementary School is committed to the belief that all children can learn. Communication between the home and school is fundamental to each child's achievement, success, and progression. We communicate effectively with parents through frequent progress reports, quarterly report cards, semi-annual parent conferences, and monthly newsletters. All teachers have phones in their rooms, with voice mail, and can be reached by e-mail.

Parents

Our parents realize the importance of their child's education and have created the DVES Parent Pledge. Parents have agreed to our Parent Pledge: I will discuss school with my child, in a positive manner, on a daily basis; I will assist and encourage my child in homework assignments; I will remind my child of the necessity of respect for other students, teachers, staff, and themselves; I will provide my child with a period of uninterrupted time to study.

Transportation Policy

Twelve buses transport almost 600 students daily to school. Students are transported if they live one-half mile or more from the school, up to six miles away. The behavior policy for the buses is in line with the AJUSD Code of Conduct. We maintain constant communication with the AJUSD Transportation Department to insure the safety of our students at all times. Our Transportation Department provides two bus evacuation drills each year for all students.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü AJUSD American Legion Teacher of the Year	2004
ü AJUSD Spelling Bee Winner	2004
ü PTA Reflections Program State Finalists	2004
ü Readers' Digest Vocabulary Challenge State Finalists	2004

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	131	462	75509	100	99	100	533	531	521	7	6	13	24	20	23	36	41	33	33	32	31
All Students (Prior Year)	122	479	75372	99	100	100	520	518	523	7	8	9	30	32	25	38	36	36	25	24	30
Female	72	212	37013	100	98	100	532	531	522	8	6	12	29	23	24	29	37	33	34	34	31
Male	59	249	38430	100	100	99	534	530	521	5	7	14	18	17	22	44	45	33	33	31	31
African American	--	NC	3660	--	NC	99	--	NC	496	--	NC	24	--	NC	31	--	NC	28	--	NC	18
Hispanic	20	94	30486	100	99	99	520	519	505	7	10	18	27	17	29	40	53	32	27	20	21
Asian/Pacific Islander	NC	NC	1780	NC	NC	98	NC	NC	549	NC	NC	5	NC	NC	13	NC	NC	33	NC	NC	50
American Indian/Alaskan Native	NC	NC	4075	NC	NC	100	NC	NC	486	NC	NC	28	NC	NC	34	NC	NC	26	NC	NC	12
White	109	350	35192	100	99	99	534	533	534	7	6	8	24	21	19	35	38	35	34	35	39
Students with Disabilities	13	74	9708	100	100	100	520	510	489	13	21	32	13	21	27	38	21	24	38	36	17
Students without Disabilities	118	388	65801	98	97	98	534	532	525	6	5	11	25	20	23	36	43	34	33	32	33
Limited English Proficient Students	NC	18	16928	NC	100	100	NC	561	485	NC	0	29	NC	0	33	NC	50	26	NC	50	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	50	197	36411				514	522	503	9	7	19	29	20	29	38	48	32	24	25	20
Non-Economically Disadvantaged	81	265	39040				544	536	534	5	6	8	21	20	19	35	36	34	39	38	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	131	462	75492	100	99	100	530	527	519	2	4	12	17	17	16	56	53	47	26	26	24
All Students (Prior Year)	123	481	75221	100	100	100	523	520	523	7	6	8	12	18	16	67	59	56	15	17	21
Female	72	212	37014	100	98	100	533	531	523	2	3	10	18	16	15	48	48	48	32	33	27
Male	59	249	38400	100	100	99	527	523	516	2	5	14	15	18	17	65	57	47	18	20	21
African American	--	NC	3665	--	NC	99	--	NC	505	--	NC	20	--	NC	22	--	NC	43	--	NC	14
Hispanic	20	94	30438	100	99	99	525	522	508	0	3	17	20	23	21	67	59	47	13	16	15
Asian/Pacific Islander	NC	NC	1773	NC	NC	98	NC	NC	534	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	NC	4081	NC	NC	100	NC	NC	498	NC	NC	25	NC	NC	26	NC	NC	40	NC	NC	8
White	109	350	35177	100	99	99	531	527	528	2	4	8	17	16	13	54	53	49	27	27	31
Students with Disabilities	13	74	9707	100	100	100	517	512	495	13	15	33	25	22	21	38	44	33	25	19	13
Students without Disabilities	118	388	65785	98	97	98	531	528	522	1	3	10	16	17	16	57	54	49	26	27	26
Limited English Proficient Students	NC	18	16905	NC	100	100	NC	515	489	NC	0	34	NC	50	28	NC	50	32	NC	0	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	49	196	36302				524	525	507	2	4	18	23	16	21	55	57	46	20	23	14
Non-Economically Disadvantaged	82	266	39164				534	528	528	1	4	8	13	18	13	57	50	48	29	28	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	130	461	75053	100	99	99	620	590	597	3	8	7	10	11	12	78	73	72	8	8	9
All Students (Prior Year)	119	466	73654	97	98	99	537	531	530	3	5	9	7	14	13	84	73	70	7	8	7
Female	72	213	36872	100	98	99	626	617	621	0	3	5	11	7	9	85	80	74	5	10	12
Male	58	247	38109	98	99	99	612	566	573	7	13	10	9	14	14	70	67	69	13	6	6
African American	--	NC	3636	--	NC	99	--	NC	568	--	NC	12	--	NC	16	--	NC	67	--	NC	6
Hispanic	19	93	30235	100	98	98	670	589	575	0	4	9	7	13	14	64	71	70	29	12	6
Asian/Pacific Islander	NC	NC	1768	NC	NC	98	NC	NC	651	NC	NC	3	NC	NC	5	NC	NC	72	NC	NC	19
American Indian/Alaskan Native	NC	NC	4044	NC	NC	99	NC	NC	550	NC	NC	13	NC	NC	17	NC	NC	66	NC	NC	4
White	109	351	35028	100	99	99	613	589	613	4	9	6	11	11	10	80	74	73	6	7	11
Students with Disabilities	13	73	9625	100	100	100	589	537	530	0	19	21	38	30	21	63	48	55	0	4	4
Students without Disabilities	117	388	65428	98	97	98	622	594	604	4	8	6	8	9	11	79	75	73	9	8	10
Limited English Proficient Students	NC	18	16765	NC	100	100	NC	533	525	NC	0	17	NC	50	20	NC	50	60	NC	0	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	48	194	36077				604	580	566	2	9	10	16	13	16	74	72	69	7	6	5
Non-Economically Disadvantaged	82	267	38950				628	596	618	4	8	5	7	9	9	80	74	73	9	9	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	128	471	76019	100	99	100	506	506	499	13	8	14	36	40	39	17	16	14	34	35	33
All Students (Prior Year)	135	477	76230	100	99	100	506	501	498	8	8	12	37	41	38	11	13	12	44	38	37
Female	62	218	37207	100	99	100	500	508	499	10	5	12	43	41	41	18	18	14	30	36	33
Male	66	252	38677	99	99	100	512	505	498	16	11	15	30	39	38	16	14	13	39	35	34
African American	NC	NC	3817	NC	NC	100	NC	NC	475	NC	NC	23	NC	NC	47	NC	NC	11	NC	NC	18
Hispanic	16	81	29458	100	95	100	495	494	480	13	7	20	38	54	48	31	14	12	19	24	20
Asian/Pacific Islander	NC	10	1673	NC	100	99	NC	529	531	NC	20	4	NC	30	29	NC	20	14	NC	30	53
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	466	NC	NC	28	NC	NC	49	NC	NC	10	NC	NC	13
White	107	365	35880	100	99	100	507	509	515	13	8	7	36	36	32	13	17	16	38	38	45
Students with Disabilities	17	66	9786	100	100	100	451	469	457	43	26	39	36	44	40	21	18	7	0	13	13
Students without Disabilities	111	405	66233	98	97	99	513	510	503	9	7	11	36	40	39	16	16	14	39	38	35
Limited English Proficient Students	--	NC	15206	--	NC	100	--	NC	459	--	NC	31	--	NC	53	--	NC	7	--	NC	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	58	196	35714				488	489	480	14	11	20	41	48	47	21	18	12	23	23	20
Non-Economically Disadvantaged	70	275	40266				520	518	513	12	6	9	32	35	33	13	15	15	43	44	43

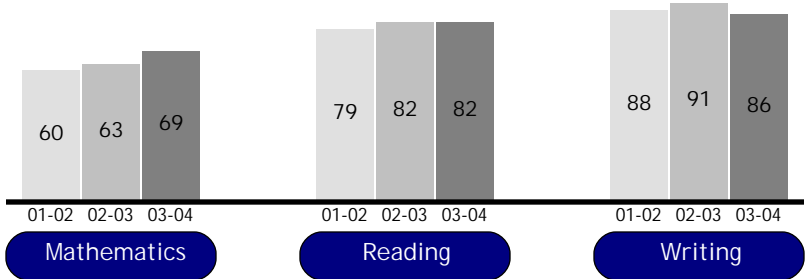
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	128	469	76020	100	99	100	507	505	503	18	19	25	25	24	23	42	43	40	15	14	12
All Students (Prior Year)	135	480	76202	100	100	100	510	508	505	13	11	19	21	25	24	47	51	46	19	13	11
Female	62	217	37213	100	99	100	508	507	504	11	15	22	32	25	23	46	45	42	12	16	13
Male	66	251	38666	99	98	100	506	503	501	25	22	29	19	23	22	39	42	38	17	13	12
African American	NC	NC	3819	NC	NC	100	NC	NC	494	NC	NC	37	NC	NC	26	NC	NC	31	NC	NC	6
Hispanic	16	81	29442	100	95	99	500	500	494	27	19	37	27	33	26	33	42	31	13	6	6
Asian/Pacific Islander	NC	10	1672	NC	100	99	NC	506	513	NC	20	12	NC	40	19	NC	10	49	NC	30	20
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	489	NC	NC	48	NC	NC	25	NC	NC	24	NC	NC	3
White	107	364	35890	100	99	100	509	506	511	16	17	15	24	22	20	45	46	48	14	16	18
Students with Disabilities	17	64	9784	100	100	100	494	488	485	40	48	58	20	19	19	40	33	19	0	0	4
Students without Disabilities	111	405	66236	98	97	99	508	506	504	17	17	23	25	24	23	42	44	42	15	15	13
Limited English Proficient Students	--	NC	15198	--	NC	100	--	NC	483	--	NC	59	--	NC	25	--	NC	14	--	NC	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	58	195	35703				500	499	494	22	25	37	31	31	26	41	38	31	6	7	6
Non-Economically Disadvantaged	70	274	40274				513	508	509	15	15	17	20	19	20	43	47	47	22	19	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	127	465	75673	100	98	100	554	539	530	4	7	12	29	25	25	63	64	58	4	4	4
All Students (Prior Year)	134	470	74692	100	98	99	517	513	502	11	11	18	24	26	27	52	52	47	12	10	8
Female	61	214	37099	100	97	100	562	557	548	5	5	8	25	19	22	66	71	64	4	5	6
Male	66	250	38441	99	98	99	546	522	513	3	9	16	33	30	29	60	58	52	3	3	3
African American	NC	NC	3791	NC	NC	99	NC	NC	506	NC	NC	18	NC	NC	29	NC	NC	50	NC	NC	3
Hispanic	16	80	29305	100	94	99	534	529	507	7	7	16	47	27	31	40	63	51	7	3	2
Asian/Pacific Islander	NC	10	1665	NC	100	99	NC	560	573	NC	10	6	NC	10	16	NC	80	67	NC	0	10
American Indian/Alaskan Native	NC	NC	4707	NC	NC	100	NC	NC	492	NC	NC	19	NC	NC	33	NC	NC	46	NC	NC	1
White	106	360	35760	99	98	99	555	543	550	3	6	9	27	26	21	66	64	64	3	4	6
Students with Disabilities	17	64	9706	100	100	100	477	481	462	25	25	36	0	20	32	75	50	31	0	5	1
Students without Disabilities	110	401	65967	97	96	99	556	542	536	4	6	10	30	25	25	63	65	60	4	4	5
Limited English Proficient Students	--	NC	15115	--	NC	100	--	NC	471	--	NC	26	--	NC	38	--	NC	35	--	NC	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	58	194	35541				540	530	504	6	7	17	36	28	31	56	62	50	2	2	2
Non-Economically Disadvantaged	69	271	40091				564	545	550	3	7	9	23	22	21	69	65	64	5	5	6

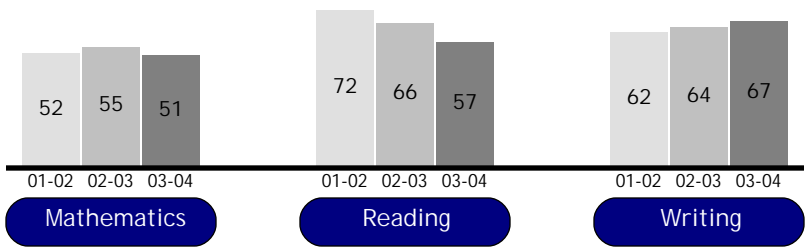
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	52	47	44	98	52	54	50	96	57	NA	58
	Language	96	47	43	39	98	42	49	43	99	46	52	50
	Mathematics	96	64	61	52	98	63	66	57	100	59	66	64
3	Reading	95	52	47	43	97	58	50	47	99	52	NA	55
	Language	95	59	56	50	97	64	58	54	98	57	60	61
	Mathematics	95	57	56	50	97	66	58	54	98	63	66	61
4	Reading	93	57	52	47	100	65	60	52	100	62	NA	56
	Language	93	57	52	45	100	57	55	48	100	59	53	52
	Mathematics	93	68	58	52	98	71	63	57	100	68	62	61
5	Reading	89	59	51	46	98	60	56	50	100	60	NA	55
	Language	89	52	49	43	98	52	53	46	100	55	53	49
	Mathematics	93	60	56	54	98	66	62	57	100	63	62	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Desert Vista Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Student Discipline
- Ü Curriculum Development
- Ü Arizona State Standards
- Ü Academic Achievement
- Ü Uniform Program

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	36.00
Other Professional Staff	1.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	1	0	0
4 to 6 years	2	1	0	0
7 to 9 years	1	2	0	0
10 or more years	4	15	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	28
Core academic classes taught by Highly Qualified (NCLB) teachers.	56
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Computer Lab in Media Center
- Ü Internet Access in All Classrooms
- Ü Horizontal Climbing Wall
- Ü Reading Garden

Extracurricular Activities

- Ü Ridgewalkers (Hiking Club)
- Ü Kids for Saving the Earth
- Ü Young Astronauts Club
- Ü Card Collectors Club
- Ü Trendsetters
- Ü Chess Club
- Ü Student Council
- Ü Spanish Club

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü DARE
- Ü YMCA Latch-Key Program
- Ü Second Step

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Goals in mathematics were achieved on the SAT-9 by meeting or exceeding the national norms in total mathematics in grades one through five.
- ü Goals in reading were achieved by meeting or exceeding the national norms in total reading on the SAT-9 in grades one through five.
- ü Goals in language were achieved by meeting or exceeding the national norms in total language on the SAT-9 in grades one through five.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	96	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	4	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	71	63
Grades 3-4	76	74
Grades 4-5	56	54

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We are a mandatory uniform school with minimal discipline problems. We provide diversity training for all staff. Quarterly honors assemblies promote student successes in academics, attendance, citizenship, and behavior. We have many after school clubs and activities to promote student involvement. We teach music, physical education, and technology. We also help sponsor activities for the American Cancer Society and the American Heart Association.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	James J. Lovett	(480) 982-1110
Transportation Policy	Max Ragsdale	(480) 982-1110
Community Resources	Carol Shepherd	(480) 982-1110
School Nutrition Programs	Julie Hewitt	(480) 982-1110
Parent Organization	Charles Bachtell	(480) 288-7167
Student Health/Nurse	Susan Williams	(480) 982-1110

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.